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Development of Traffic Safety Educational Comics for Adolescents in Cirebon

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Abstract

Traffic safety is a crucial issue that requires serious attention, particularly among adolescents, who often constitute one of the most vulnerable groups in traffic accident statistics. Their risk-taking behavior and lack of driving experience make them highly susceptible to road-related incidents. The recent surge in traffic violations and accidents involving students in Cirebon City highlights the urgent need for educational interventions that are both communicative and contextually relevant. This study employs a qualitative case study approach with a design-based component, aiming not only to explore adolescent perceptions of traffic safety but also to develop a culturally appropriate print comic as an educational medium. The research was conducted at SMAK Terang Bangsa Cirebon, selected as a representative site for contextualizing comic-based intervention. Data were collected through semi-structured interviews, non-participant observation, and thematic content analysis of student responses. The research was carried out in two phases: an initial exploratory stage to understand students' knowledge, behaviors, and media preferences, followed by the design and evaluation of a comic showcase tailored to their socio-cultural realities. The findings suggest that comics can effectively convey traffic safety messages in a relatable and engaging manner, stimulate personal reflection, and raise awareness of safer driving behaviors among high school students.
These results demonstrate the potential of thematically designed educational comics as an alternative medium for promoting traffic safety awareness among adolescents, especially within the context of urban secondary education.

Keywords: Cirebon, Comics, Traffic, Adolescents, Case Study.

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INTRODUCTION

Road safety remains a global concern for various stakeholders, primarily due to the high mortality rates from road accidents. According to World Health Organization (WHO) data, approximately 1.3 million people die annually from traffic accidents, with the 15–29 age group being the most vulnerable to fatal outcomes (WHO, 2023). In Indonesia, this issue is further complicated by a lack of awareness regarding safe driving, especially among adolescents.

Based on data from the Traffic Corps of the Indonesian National Police (Korlantas Polri), over 150,000 traffic accidents occurred throughout 2022, with more than 50% involving drivers aged 15–25, predominantly students or young motorcycle users (Korlantas Polri, 2023). This situation is also reflected locally in the Cirebon region. Data from the Cirebon Regency Transportation Agency (Dishub Kab. Cirebon) shows that in 2022, there were 1,085 accident cases, resulting in 201 fatalities and 959 minor injuries, with a large proportion involving adolescents (Dishub Kab. Cirebon, 2022).

The prevalence of reckless driving practices, non-use of safety equipment, and even illegal street racing has become a worrying phenomenon among students in Cirebon. A traffic observation report by Satlantas Cirebon (2023) found that the most common traffic violations were committed by teenagers aged 16–18, such as not wearing helmets, running red lights, and using mobile phones while driving. Various agencies have undertaken traffic safety education efforts through school lectures, police outreach, and social media campaigns.

Several educational interventions have been introduced including school lectures, social media campaigns, and community outreach by law enforcement, their impact remains limited. This is largely due to a mismatch between conventional messaging styles and adolescents' cognitive preferences, which are more aligned with visual, narrative-driven content. However, the effectiveness of these conventional methods has not been entirely successful, mainly because not all approaches align with adolescents visual communication styles, who tend to be more attracted to narrative forms and visual media. This is also based on how teenagers have a high interest in visuals, which encourages media to provide

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information that is denser, easier to understand, faster, and less confusing, especially in presenting the chronological order of events and statistical data (Afina, Abidin, Muhaemin, 2022).

This gap in communication reveals a crucial educational need: the development of media that resonates with how adolescents process and relate to information. Studies show that teenagers tend to favor formats that are visually appealing, contextually relevant, and emotionally engaging (Afina et al., 2022). Comics, in particular, offer a unique combination of narrative storytelling and visual design that enhances message retention and emotional connection. Prior research has shown that comics can be effective tools in behavior change education, particularly in fields such as public health and character development (McCloud, 1993; Septialti et al., 2022; Febryanto, 2019).

Despite the growing recognition of comics as an educational medium, research on traffic safety comics developed based on local sociocultural contexts remains scarce, especially in cities like Cirebon where the youth culture and urban dynamics present unique challenges. Existing works, such as those by Wangiyana et al. (2022), have explored comic-based education in other regional contexts (e.g., Mataram), but have not addressed the specific behavioral patterns, linguistic preferences, or urban mobility issues that characterize adolescents in Cirebon.

This study responds to that gap by developing and evaluating a printed educational comic specifically designed to address road safety issues among high school students in Cirebon. The design process was informed by student input gathered through interviews and observations, ensuring that the content reflects their lived experiences, language, and local realities. Through a case study approach conducted at SMAK Terang Bangsa Cirebon, this research aims to explore how comics can be used not only to improve students' understanding of traffic safety but also to encourage reflective behavior change. The study further assesses the potential of comics as a strategic, alternative educational medium capable of complementing or enhancing traditional road safety programs in urban school settings.

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METHOD

This research will employ a qualitative approach with a case study method, aiming to explore the use of print comics as a medium for traffic safety education for adolescents. The research focuses on students at SMAK Terang Bangsa Cirebon, selected purposively as the case study location based on demographic relevance, accessibility, and willingness to participate. The qualitative approach allows researchers to gain in-depth understanding of adolescent students' perceptions, responses, and behavioral reflections regarding the content of the comics they read.

The subjects of this research are 10 students located at SMAK Terang Bangsa Cirebon, consisting of 5 males and 5 females aged between 15 and 17 years. The duration of the field research was approximately 1-3 days. Purposive sampling was used for subject selection, considering the diversity of their backgrounds and experiences in driving, as well as their previous exposure to traffic education. The research location was chosen because it is representative of urban adolescent conditions in the Cirebon area, who are vulnerable to reckless driving risks.

1. Data Collection Techniques

The data required for this design consist of primary and secondary data. Primary data was obtained through field data collection, such as interview and survey results, as well as literature reviews relevant to traffic regulations. Secondary data was collected in the form of visual data, obtained from documentary photos sourced from existing sources. Meanwhile, data collection was carried out through the following techniques:

- Interviews: Interviews were conducted individually with each student. The interview guide included questions about initial understanding of traffic safety, responses to comic content, visual impressions, and behavioral impact. The semi-structured format allowed students to answer freely and exploratively.
- Observation: Limited observation was conducted while students read and discussed comic content within the school environment. The researcher noted students' expressions, interest, and social interactions as they absorbed the comic content, as part of observing the attractiveness and effectiveness of the educational media naturally.

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- Literature Review (Library Research): A literature review was conducted to build a theoretical and conceptual foundation related to:
    - Adolescent traffic behavior in Indonesia
    - The effectiveness of visual media in education
    - The use of comics as a communication and learning tool
- Literature was obtained from various sources related to the research problem, such as academic journals, report data, articles, books, and previous studies from educational institution repositories. The results of the review were used as a reference for comparison with field findings and to strengthen arguments in the discussion.

1.1 Data Analysis

Data analysis in this research uses a thematic analysis approach based on a case study, with a two-stage structure following the research flow. This approach allows researchers to interpret data in-depth within the real-life context of adolescents at SMAK Terang Bangsa Cirebon. Data was analyzed inductively, where themes and categories emerged from the meaning trends captured in student responses, rather than from predetermined theories.

2. Initial Exploratory Data Analysis (Pre-Comic Development)

The first stage was carried out during the initial data collection in the form of semi-structured interviews and non-participant observation of students. Interview transcripts were read repeatedly to understand how students viewed traffic safety, their driving experiences, and what media they found engaging and easy to understand. Data from this stage was then analyzed using open coding to identify keywords, expressions, and narrative tendencies. The emerging codes were then grouped into thematic categories, such as:

- Interest in visual media
- Reckless driving habits
- Lack of awareness of traffic risks
- Preference for stories that relate to daily life

The results of this analysis stage were used as the basis for developing the comic media, including selecting characters, plotlines, conflicts, and language styles appropriate to the experiences of Cirebon adolescents.

2.1 Analysis of Responses to Comics (Post-Development)

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After the comic prototype was developed based on the initial findings, the research proceeded to the second stage of further data collection, aiming to assess students' perceptions of the developed comic. Data was collected through follow-up interviews and informal reflective discussions with students who had read the comic.

Data from this stage was analyzed using the same method: in-depth reading of transcripts, coding, and then grouping codes into themes such as:

- Responses to illustrations and characters
- Understanding of safety messages
- Relatability of the story to personal experiences
- Reflection on personal driving habits

The researcher also noted students' suggestions regarding the content and visual presentation of the comics as part of the important qualitative data for evaluating the media's acceptability.

Both stages of analysis were combined to produce a holistic thematic narrative, which not only explains how adolescents understand traffic safety issues but also how they respond to educational media designed based on their own context and experiences. This analysis provides a comprehensive overview of the thought processes, feelings, and potential attitude changes that can be brought about through a media approach based on adolescent experiences.

2.2 Research Procedure Flowchart

Based on the above explanation, the overall research procedure is structured into a systematic flow that outlines the stages carried out throughout the study. This flow reflects the logical progression of the research, starting from the initial exploration of student needs, followed by the design and development of the educational comic, and ending with the evaluation of students' responses. Figure 1 illustrates the sequential steps taken to ensure that the research process is grounded in empirical findings and aligned with the study's objectives:

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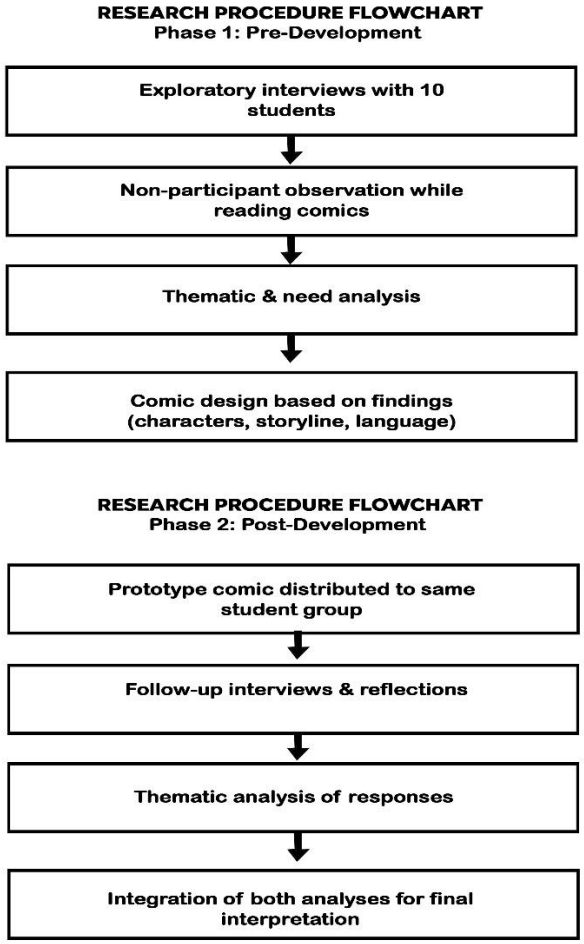
RESEARCH PROCEDURE FLOWCHART
Phase 1: Pre-Development
Exploratory interviews with 10 students
Non-participant observation while reading comics
Thematic & need analysis
Comic design based on findings (characters, storyline, language)
RESEARCH PROCEDURE FLOWCHART
Phase 2: Post-Development
Prototype comic distributed to same student group
Follow-up interviews & reflections
Thematic analysis of responses
Integration of both analyses for final interpretation

Figure 1 Research Procedure Flowchart
Source: Author Documentation

research, starting from the initial exploration of student needs, followed by the design and development of the educational comic, and ending with the evaluation of students' responses. Figure 1 illustrates the sequential steps taken to ensure that the research process is grounded in empirical findings and aligned with the study's objectives:

RESULTS AND DISCUSSION

This research involved **10 students from SMAK Terang Bangsa Cirebon**, consisting of 5 males and 5 females, aged between **15 and 17 years**. All participants were **purposively selected** to represent diverse experiences in driving and attitudes towards traffic safety. To protect the identity and privacy of the participants, in accordance with the school's

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agreement and guidance, their names will remain confidential. Most of them use motorcycles to travel to school and stated that they had not received intensive traffic safety education previously. Their interaction with educational media was also generally limited to posters, banners, or brief appeals from teachers or police.

1. Initial Exploratory Analysis (Pre-Comic Development)

The initial stage of analysis was conducted based on the results of interviews and observations with students **before the comic media was developed**. Before developing the comic media, an initial analysis was performed based on student interviews and observations. Some related questions included:

No	Questions
1.	What do you know about traffic safety?
2.	Do you always ride your motorcycle to school yourself, or are you dropped off?
3.	Have you ever received education about traffic safety? Through what or whom?
4.	Are you accustomed to traveling by motorcycle?
5.	What are your habits when riding or being a passenger on a motorcycle?
6.	Do you prefer to arrive at your destination quickly or slowly but surely?
5,	Do you like reading comics? What do you like about them?
6,	In your opinion, what kind of media would be most engaging for learning about traffic safety?
7,	If an educational comic were made, what do you think the story should be about?
8,	What kind of characters, language style, or story type do you think would be most appealing to someone your age?

Table 1 Question Table
Source: Author Documentation

Several main themes from the interview questions will provide relevant information and data from the thematic analysis process, which is also based on the initial exploratory data analysis (pre-comic development). The categorization of thematic codes is a crucial part of case study analysis, where researchers organize the created codes into broader, more meaningful themes. This process involves interpreting and synthesizing data to identify patterns relevant to the research questions, based on several core thematic topics. The findings can therefore be elaborated as follows:

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Thematic Code					
No.:	Initial	Visual Interest	Driving Habits	Risk Awareness	Story Preference
1	A1	Prefers brightly colored images and cute characters.	Sometimes speeds, especially when in a hurry.	Never been in an accident, so not thinking much about it.	Stories like daily school life are easier to understand.
2	A2	"If possible, like a Webtoon story, with color too."	I often ride as a passenger without a helmet.	Knows the risks, but nothing has happened yet.	If the characters are like high school kids, I relate more.
3	A3	Better if there are lots of pictures rather than lots of writing.	Riding slowly gets honked at by people.	Aware, but it's just normal.	Funny stories but with good lessons.
4	A4	Prefers comics over PPT slides.	I often hitchhike, but my friends like to speed.	Only aware after seeing someone fall.	Stories about school friends or motorcycle gangs are exciting.
5	A5	Pictures can help us understand better.	Drives own motorcycle, sometimes goes against traffic if the road is empty.	Knows the risks, but doesn't care.	I like it if the story is like a short film.
6	A6	Comics make learning not boring.	I like to play on my phone when being a passenger.	Never been reprimanded, so feels safe.	Stories similar to real-life events are more relatable.
7	A7	Prefers images over long text.	Drives own, sometimes small races.	Only understood when a friend fell off their motorbike.	High school stories with slang.
8	A8	Must be cheerful and have a contemporary comic style.	Often rides with three people (pillion passengers) when with friends.	Doesn't think much about the risks.	Stories with humor but that hit home.
9	A9	If the pictures aren't appealing, I'm lazy to read.	If in a hurry, just take the risk.	I know the dangers, but it's just normal.	Stories must match the reality of young people.
10	A10	Comics are also easier to read on a phone.	Often, doesn't wear a helmet for short distances.	Just relax.	Stories about school or motorcycle gang kids.

Table 2 Thematic Analysis
Source: Author Documentation

Based on the preceding data, it can be concluded that several main themes emerged from the thematic analysis process, indicating that students have minimal awareness of traffic safety. There's an inconsistency between their knowledge and actual practices, and they perceive risky driving behavior as common among peers. Furthermore, students are bored with conventional educational methods and desire engaging and relevant visual media, such as comics or webtoons. These findings form the basis for designing an educational comic that better aligns with students' experiences and social culture.

2. Educational Comic Design Process

As a result of the previously conducted exploratory phase, this stage will focus more on designing an educational comic with a traffic safety theme, using a contextual narrative

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approach suitable for adolescents in Cirebon. This comic is developed to address the need for engaging, relevant, and non-preachy educational media.

2.1 Objectives and Creative Concept

This comic is designed to convey traffic safety messages indirectly but powerfully, through a fictional story depicting a wise and humane police officer who helps raise adolescents' awareness about the dangers of reckless driving. The story focuses on constructive admonition, not punishment. The goal is to build awareness through a positive, rather than repressive, authoritative figure.

2.1.1 Media And Comic Format

- Page Count: Approximately 1–5 pages
- Format: Digital Comic, A5 size, black and white
- Language: Casual Indonesian with some local terms (for cultural relevance)
- Genre: Light educational-narrative with an explicit moral message at the end

2.1.2 Comic Design

- Theme Flow

Based on the Phase I interviews, recurring themes were: recklessness, minimal awareness, and the need for engaging visual media. These became the basis for the storyline.

- Opening: A teenager drives recklessly, without wearing a helmet, and almost harms a pedestrian.
- Conflict: He is approached by a friendly and non-angry young police officer, who engages him in conversation and provides real-life examples of teenage accident cases.
- Resolution: The teenager reflects and begins to change; he starts wearing a helmet, stops speeding, and even reminds his friends who violate traffic rules.
- Closing: The police officer smiles from a distance, conveying a message to be careful.

· 2.1.3 Character Design and Setting Determination

The main characters chosen are a male teenager, his friend, and a young police officer with a strong sense of justice. The setting is on public streets in Cirebon. The characters are

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drawn in a cartoon style to be easily accepted by the target audience and allow for expressive depictions.

- Character Design and Setting

Figure 2 Character Design
Source: Author Documentation

The main characters chosen are a male teenager, his friend, and a young police officer with a strong sense of justice. The setting is on public streets in Cirebon. The characters are drawn in a cartoon style to be easily accepted by the target audience and allow for expressive depictions. Panels are arranged linearly (sequential flow), using horizontal and vertical panel compositions to maintain readability.

- Comic Panel Skecth

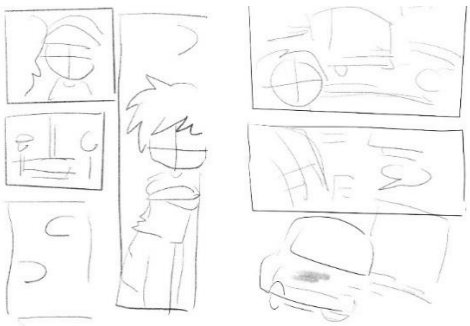

Figure 3 Character Design
Source: Author Documentation

Panel created in linear within sequential plot storyline, and also horizontal and vertical composition to make it easier to read.

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- Finalization Comic Design

JAKARTA, 2024. BUS PARIWISATA YANG PENUH PENUMPANG MELAJU TANPA KENDALI. KEPANIKAN DI JALAN RAYA MULAI TERJADI.
POLISI
WUSH!!

Figure 4 Finalization Design
Source: Author Documentation

Black and White colors tone are used as the main color based on how the japanese comic are commonly known as the monochrome comic, to make it mores tand out and much more focused on the character and action.

Figure 5 Finalization Comic Design
Source: Author Documentation

After the design phase, this comic media was chosen because it can effectively depict the transition of poor driver behavior into better habits, guided by an educational rather than fear-mongering authority figure. The initial illustrations have been developed and are planned for delivery to the students. With this narrative structure, the comic can serve as a light social intervention tool that remains rooted in the real-life context and experiences of adolescents, making it not just a message delivery medium, but also a reflective medium.

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3. Responses to the Comic (Post-Development)

Figure 6 Delivery of Comic Results to SMAK Terang Bangsa Students
Source: Author Documentation

After the comic design process was completed based on the initial exploratory findings, the comic media was then delivered and tested with several students, specifically the 10 SMAK Terang Bangsa Cirebon students who had previously participated in the first interview stage. The objective of this stage was to assess how students responded to the content, visual appearance, and messages conveyed in the educational comic themed "Good Police and Driving Safety." The thematic analysis of follow-up interviews revealed four main themes that represent how this media was received and understood by the students:

No	Questions
1.	What's your general opinion about the traffic safety comic you just read?
2.	What do you think about the visual appearance, characters, and storytelling style of this comic?
3.	What's the main message you grasped from the story?
4.	After reading this comic, did you reconsider your driving habits? If so, how?
5.	Does the story in the comic feel similar or close to your own experiences or those of your friends?
6.	What are your suggestions for improving or developing the content of this comic to make it more engaging and beneficial?

Table 3 Question List
Source: Author Documentation

Based on the interview questions, several responses from the participants regarding the content, visual appearance, and messages conveyed in the educational comic were analyzed. These responses revealed **four main themes** that represent how this media was received and understood by the students, which are as follows:

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		Thematic Code			
No.:	Initial	Visual Interest	Message and Impression	Story Approach	Reflection on Story
1	A1	The drawings are lively, characters are like high school kids.	I just realized the danger of speeding.	Similar to my friend's experience.	Now I'm more careful.
2	A2	The characters are like me and my friends.The message is easy to remember.The story feels like a real event.I'm thinking of not breaking traffic rules again	The characters are like me and my friends.The message is easy to remember.The story feels like a real event.I'm thinking of not breaking traffic rules again	The characters are like me and my friends.The message is easy to remember.The story feels like a real event.I'm thinking of not breaking traffic rules again	The characters are like me and my friends.The message is easy to remember.The story feels like a real event.I'm thinking of not breaking traffic rules again
3	A3	The drawings, like a webtoon.The language is casual but hits home.Very close to daily life.I pay more attention to traffic signs.	The drawings, like a webtoon.The language is casual but hits home.Very close to daily life.I pay more attention to traffic signs.	The drawings, like a webtoon.The language is casual but hits home.Very close to daily life.I pay more attention to traffic signs.	The drawings, like a webtoon.The language is casual but hits home.Very close to daily life.I pay more attention to traffic signs.
4	A4	Funny but not childish.	Understood immediately upon reading.	Experienced something similar to the comic.	Makes me want to obey rules more
5	A5	Good drawings, neat flow.The important message really hits home.The setting is like near my house.I'm reluctant to hitchhike with reckless drivers again.	Good drawings, neat flow.The important message really hits home.The setting is like near my house.I'm reluctant to hitchhike with reckless drivers again.	Good drawings, neat flow.The important message really hits home.The setting is like near my house.I'm reluctant to hitchhike with reckless drivers again.	Good drawings, neat flow.The important message really hits home.The setting is like near my house.I'm reluctant to hitchhike with reckless drivers again.
6	A6	This is cool.	"Clear, not too serious but gets the point."	Story is like daily life.	I'm now reminding my friends too.
7	A7	The characters can be role models.	The moral message is good.	Talks exactly about high school kids.	Thinks twice about speeding.

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8	A8	The visuals make me want a sequel.	The message isn't forced.	The story is very relevant.	Will try to be more orderly on the road
9	A9	Good if made into a comic series.	There's a lesson to be learned.	Very fitting with our lifestyle.	Now I'm more careful.
10	A10	Wants to share on social media.	Can be used to remind friends.	Likes the story.	Wants to repent (behave better).

Table 4 Thematic Analysis
Source: Author Documentation

Based on the evaluation of student responses to the designed educational comic, after its development process, a media trial was conducted with 10 SMAK Terang Bangsa Cirebon students who were previously involved in the initial interview phase. The aim was to understand student reception of the comic's content, visuals, and messages. The thematic analysis of the follow-up interviews revealed four main themes.

First, students gave positive feedback on the comic's illustrations and characters, finding them relevant to their daily lives and featuring an educational police character and realistic adolescent figures. Second, the comic was deemed effective in conveying safety messages lightly yet impactful, with a communicative narrative style and dialogue that facilitated student understanding. Third, students felt a strong connection between the comic's story and their personal experiences, which was considered crucial in fostering emotional engagement.

Fourth, and most significantly, the comic triggered student reflection on their personal driving habits, encouraging awareness of risks and motivating an intention to behave more orderly on the road. Overall, while long-term behavioral changes cannot yet be confirmed, this research indicates a positive shift in attitudes and perceptions, which forms an important foundation for the effectiveness of comics as an educational medium.

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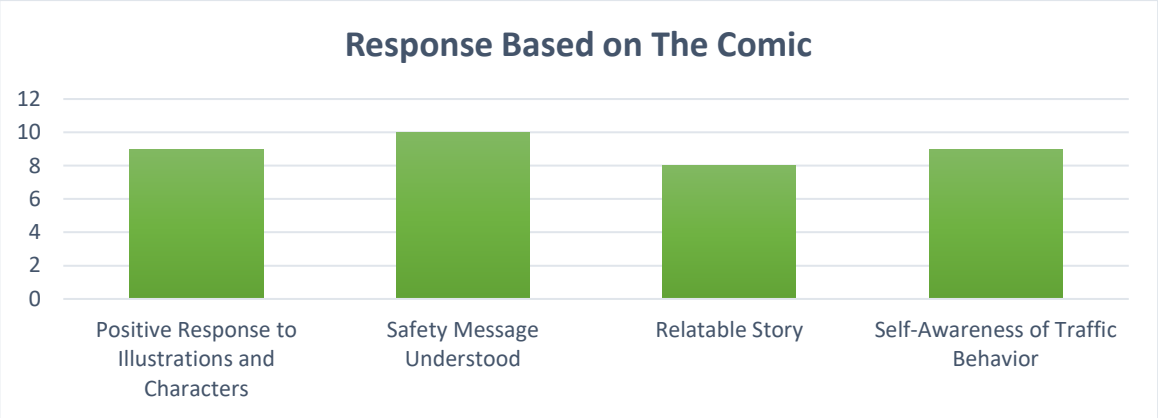

Diagram 1. Respondents' Response to Educational Comics

Source: Author Documentation

Based on the evaluation of student responses to the developed educational comic, it can be concluded that this media successfully met adolescents' expectations as a communicative, contextual, and engaging educational tool. The four main identified themes, appreciation for illustrations and characters, ease of understanding safety messages, relatability of the story to personal experiences, and reflection on driving behavior, demonstrate that comics can bridge moral messages in a way that resonates with the adolescent world.

Data visualization shows that 90% of students rated the illustrations as appealing, all students understood the safety messages, and most reported emotional connection and personal reflection after reading the comic. This reinforces that a visual narrative-based educational approach is not only favored but also possesses significant cognitive and affective potential in shaping road safety awareness.

While this research did not aim to quantitatively or long-term measure behavioral changes, these findings indicate that educational media designed based on real experiences and user responses have an initial transformational impact in building awareness. Comics are not merely communication tools but also bridges between adolescent experiences and public safety messages, making them a strategic medium for more humanistic and participatory traffic education.

CONCLUSION

This research aimed to examine the potential of comics as an educational medium to enhance traffic safety awareness among adolescents, with a case study on students at SMAK Terang Bangsa in Cirebon City. The approach used was qualitative case study research,

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conducted in two main stages: initial exploration to uncover student needs and perceptions, and the development and testing of educational comic media based on the initial findings.

This study sought to explore and develop comics as an educational medium for increasing traffic safety awareness among adolescents, with a case study at SMAK Terang Bangsa Cirebon. Employing a qualitative approach with a case study method, the research was conducted in two phases: initial exploration to uncover student perceptions and needs, and the development and testing of comics based on these findings. The initial exploratory results indicated that students generally had low levels of traffic awareness, tended to consider reckless driving behavior as normal, and showed a strong preference for visual educational media that related to their daily lives. Based on these findings, the researchers designed an educational comic featuring a friendly and instructive police figure, and adolescents who experience reflection after being reprimanded for reckless driving.

Upon testing with students, the comic received a highly positive response. Students found the illustrations and characters realistic, the safety messages were delivered in a light yet effective manner, and the story felt close to their personal experiences. Most importantly, the comic triggered reflection on driving habits and encouraged an intention to behave more orderly on the road. Based on the findings and the evaluation of student responses to the developed educational comic media, several points can be considered for future research and development. This comic can be utilized as an alternative medium for character education, visual literacy, or counseling sessions that discuss topics of social responsibility and driving safety. For the police and traffic departments, an outreach approach through visual narrative media can be a friendlier and more persuasive communication strategy compared to repressive approaches often rejected by adolescents. This comic can also be part of educational materials distributed in school traffic safety programs. Meanwhile, for policymakers and education departments, the research findings highlight the importance of integrating traffic safety content into non-formal curricula or Pancasila student profile reinforcement projects, supported by local and contextual educational media.

Thus, comics, as a medium combining visuals, narrative, and social relevance, are proven capable of triggering reflection, building empathy, and enhancing students' understanding of driving safety. By strengthening collaboration among educational institutions, law enforcement, and media creators, educational comics like the one developed in this research

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have the potential to become an effective and far-reaching preventive instrument among adolescents. Specifically, comics serve not only as a visual communication tool but also as a reflective medium capable of bridging values, life experiences, and attitude changes. This research emphasizes the importance of a user-needs-based approach in designing educational interventions and demonstrates that safety education does not have to be delivered authoritatively but can be done humanistically and narratively.

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